



PLANTERSVILLE ELEMENTARY

1668 Exodus drive
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	136 Students	
Principal	Mr. Shawn Johnson	843-546-8454
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Good
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

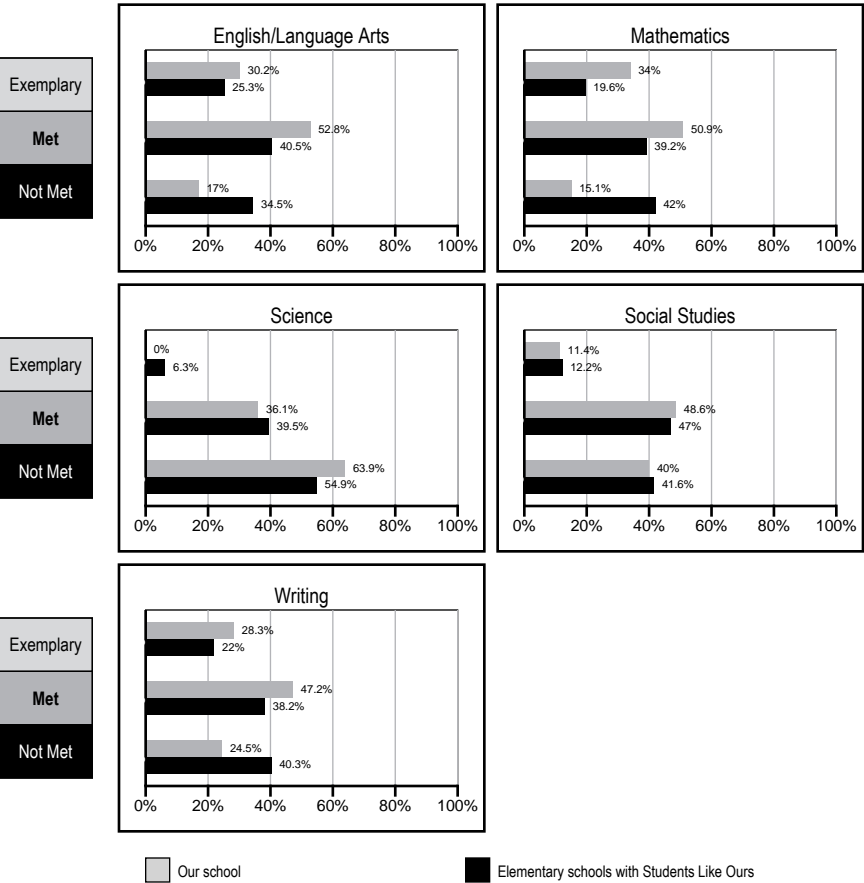
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	88	59	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=136)				
First graders who attended full-day kindergarten	100.0%	Up from 94.4%	100.0%	100.0%
Retention rate	0.8%	Down from 1.7%	1.5%	1.2%
Attendance rate	97.2%	Down from 98.5%	95.9%	96.1%
Eligible for gifted and talented	3.8%	Down from 7.6%	4.6%	11.7%
With disabilities other than speech	4.1%	Down from 4.4%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 1.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	55.6%	Down from 70.0%	60.0%	60.5%
Continuing contract teachers	66.7%	Up from 60.0%	79.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.6%	Down from 84.2%	83.6%	87.0%
Teacher attendance rate	94.6%	Up from 94.2%	95.4%	95.4%
Average teacher salary*	\$48,728	Up 9.9%	\$45,504	\$47,288
Professional development days/teacher	6.4 days	Down from 11.4 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 14.3 to 1	17.2 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 92.1%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$13,355	Down 8.2%	\$8,613	\$7,548
Percent of expenditures for instruction**	49.8%	Down from 54.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	46.7%	Down from 49.2%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year at Plantersville Elementary was a year of setting higher expectations and of everyone working together to meet goals to ensure that all of our students received the best education possible. Our staff, our students, our parents, and our community all worked hard together to set and meet our goals for the year. As a Title I school, we continue to focus on early detection and assistance for children by providing all-day Pre-K classes, Extended Day opportunities, daily computer lab time, parenting and family programs, regular parent conferences, and staff development opportunities for our teachers. With the help of our community, we were able to offer the Blue Print Leadership Academy to all of our fifth grade students and a Summer Academy for all of our students. We were proud to receive the Silver Award and Closing the Achievement Gap Award for our students' performance on the 2009 PASS tests.

The theme for this year was "Failure Is NOT An Option." Two part-time curriculum coaches worked with the administration and staff to implement a Professional Teaching and Learning Community (PTLC) at Plantersville Elementary. The focus of our PTLC was on literacy. Teachers collaborated together to implement Balanced Literacy in all of the classrooms. Instructional conferences were held where administration and staff met to share and discuss student data and ways to implement differentiated teaching strategies into each classroom to meet the individual needs of all our students.

The DIBELS program was used to identify and provide intervention strategies for students with deficient literacy skills. A part-time Learning Specialist continued to implement the Response to Intervention (RtI) program. Literacy Days were held each nine weeks to monitor the progress of the students and to plan and implement intervention strategies tailored to the needs of each individual student.

In our efforts to continue to move our students ahead academically, we continued to focus on data. We collected, analyzed, and used data to identify and plan for needed changes in the instructional program. All of our students in kindergarten through fifth grade took the MAP tests in the Fall, Winter, and Spring of the year. Data and goals were monitored and updated all year. Bench Mark Tests were given to second grade students. All of our students used SuccessMaker and Study Island computer programs to work on the academic skill areas they needed to improve.

Parent and community involvement has also been a vital part of our successful school year. We saw increased attendance and participation at each PTO and SIC meeting. The Village Group also played an instrumental part by providing funds and incentives for our students as well as seeking to procure grants for the school.

Shawn Johnson, Principal
Carlton McCall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	18	18
Percent satisfied with learning environment	81.8%	72.2%	94.4%
Percent satisfied with social and physical environment	63.6%	77.8%	94.4%
Percent satisfied with school-home relations	63.6%	83.3%	88.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	60	100	17	52.8	30.2	94.3	83.7	83.5	Yes	Yes
Gender										
Male	30	100	17.9	46.4	35.7	96.4	80.4	80.1	N/A	N/A
Female	30	100	16	60	24	92	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.1	89.6	I/S	I/S
African American	60	100	17	52.8	30.2	94.3	76.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	43.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	56	100	16.3	55.1	28.6	95.9	78.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	60	100	15.1	50.9	34	94.3	82.1	80.4	Yes	Yes
Gender										
Male	30	100	10.7	46.4	42.9	92.9	79.7	78.4	N/A	N/A
Female	30	100	20	56	24	96	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	89.2	87.8	I/S	I/S
African American	60	100	15.1	50.9	34	94.3	74	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	37.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	56	100	14.3	53.1	32.7	95.9	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	41	100	N/A	N/A	N/A	36.1	63.8	67.3
Gender								
Male	20	100	N/A	N/A	N/A	38.9	62.5	66.9
Female	21	100	N/A	N/A	N/A	33.3	65.1	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	78.7	79.6
African American	41	100	N/A	N/A	N/A	36.1	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	60.5	58.6
Socio-Economic Status								
Subsidized meals	39	100	N/A	N/A	N/A	35.3	52.8	55.4

Social Studies

All Students	40	100	40	48.6	11.4	60	67.7	70.9
Gender								
Male	20	100	36.8	47.4	15.8	63.2	66.3	70.1
Female	20	100	43.8	50	6.3	56.3	69.2	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	78.2	79.2
African American	40	100	40	48.6	11.4	60	55.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.3	68
Socio-Economic Status								
Subsidized meals	38	100	42.4	48.5	9.1	57.6	57.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	59	100	24.5	47.2	28.3	75.5	69.4	72.1	97.2	95.8
Gender										
Male	30	100	28.6	35.7	35.7	71.4	62.3	65.2	97.2	95.7
Female	29	100	20	60	20	80	76.9	79.2	97.2	96
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	79.6	80.8	N/A	95.2
African American	59	100	24.5	47.2	28.3	75.5	58.3	59.7	97.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	87	N/A	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	64.6	N/A	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	16.6	27.7	97.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	63.7	N/A	97.1
Socio-Economic Status										
Subsidized meals	55	100	24.5	46.9	28.6	75.5	60.4	61.9	97.2	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	22.2	38.9	38.9	77.8
	4	18	100	11.1	72.2	16.7	88.9
	5	27	100	15.4	61.5	23.1	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	11.8	41.2	47.1	88.2
	4	21	100	22.2	66.7	11.1	77.8
	5	20	100	16.7	50	33.3	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	20	100	50	33.3	16.7	50
	4	18	100	22.2	50	27.8	77.8
	5	27	100	11.5	69.2	19.2	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	23.5	29.4	47.1	76.5
	4	21	100	5.6	66.7	27.8	94.4
	5	20	100	16.7	55.6	27.8	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	44.4
	5	14	100	61.5	30.8	7.7	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/A	N/A	N/A	38.9
	5	10	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	88.9
	5	13	100	46.2	46.2	7.7	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	21	100	N/A	N/A	N/A	50
	5	10	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	20	100	16.7	27.8	55.6	83.3
	4	18	100	22.2	33.3	44.4	77.8
	5	27	100	38.5	42.3	19.2	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	100	35.3	52.9	11.8	64.7
	4	20	100	22.2	50	27.8	77.8
	5	20	100	16.7	38.9	44.4	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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